A Correlation:
Massachusetts Academic Standards
and
Junior Achievement
Middle School Programs

Updated November 2018
Social Studies

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906
Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills.

In this document, Junior Achievement programs are correlated to the Massachusetts Academic Standards for Social Studies, including the Standards for History and Social Science Practice, the Massachusetts Vocational Technical Education Framework Strand Five: Management and Entrepreneurship, and the MA Employability and Career Readiness Standards, as well as the Common Core Standards for English Language Arts (ELA) and Mathematics. This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard, but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed.

JA Middle Grades Programs

JA Economics for Success® provides practical information about personal finance and the importance of identifying education and career goals based on a student’s skills, interests, and values.

JA Global Marketplace® Blended Model introduces students to the global marketplace and the ways in which countries buy and sell from each other. Through completion of this program, students will gain an understanding of the role of producers and consumers in the interconnected global market.

JA It’s My Business® Blended Model provides middle school students an opportunity to experience the initial steps necessary to start a business. New program content provides an authentic entrepreneurial experience for students, with each session building up to a product-pitch competition.

JA It’s My Future® Blended Model offers middle school students practical information to help prepare them for the working world. Students develop the personal-branding and job-hunting skills needed to earn a job.
# JA Economics for Success

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Key Learning Objectives</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
<th>Academic Standards</th>
</tr>
</thead>
</table>
| **Session One: Mirror, Mirror** | **Objectives:** The students will:  
- Use personal reflection to explain self-knowledge  
- Apply their skills, interests, and values to help determine a potential career path | Grade 6  
RL.6.2,4,7  
SL.6.1-2  
L.6.1,3,4  
Grade 7  
RL.7.2,4  
SL.7.1,2  
L.7.1,3,4  
Grade 8  
RL.8.2,4  
SL.8.1  
L.8.1,3,4 | NA | Standards for History and Social Science Practice, Pre-K-12*  
1.  
2  
3 | MA Employability and Career Readiness Standards  
4.A.01.02 |
| **Session Two: Be a Success** | **Objectives:** The students will:  
- Identify the connection between goal-setting, personal finance, education, and career choices  
- Apply decision making to education and career choices | Grade 6  
RL.6.4  
SL.6.1,2  
L.6.1,3,4  
Grade 7  
RL.7.4  
SL.7.1,2  
L.7.1,3,4  
Grade 8  
RL.8.4  
SL.8.1  
L.8.1,3,4 | Grade 6  
6.NS..3  
6.NS.C.5 | Standards for History and Social Science Practice, Pre-K-12*  
1.  
2  
3 | MA Employability and Career Readiness Standards  
4.A.01.03  
4.C.06.01 |
| **Session Three: Keeping Your Balance** | **Objectives:** The students will:  
- Recognize that a balanced budget is important for all workers  
- Define the term income and differentiate between gross and net income  
- Name ways to balance a budget | Grade 6  
RL.6.4,7  
SL.6.1  
L.6.1,3,4  
Grade 7  
RL.7.4  
SL.7.1  
L.7.1,3,4  
Grade 8  
RL.8.4  
SL.8.1  
L.8.1,3,4 | Grade 6  
6.NS.B.3  
6.NS.C.5  
Grade 7  
7.RP.A.3 | Standards for History and Social Science Practice, Pre-K-12*  
1.  
2  
3 |

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*Standards for History and Social Science Practice, Pre-K-12*
## JA Economics for Success

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<tr>
<td><strong>Session Four: Savvy Shopper</strong>&lt;br&gt;Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will:&lt;br&gt;• Identify the differences between debit and credit cards&lt;br&gt;• Explain the advantages and disadvantages of both cards&lt;br&gt;• Recognize the importance of taking personal responsibility for financial decisions</td>
<td>Grade 6&lt;br&gt;RL.6.4,7&lt;br&gt;SL.6.1&lt;br&gt;L.6.1,3,4&lt;br&gt;<strong>Grade 7</strong>&lt;br&gt;RL.7.4&lt;br&gt;SL.7.1&lt;br&gt;L.7.1,3,4&lt;br&gt;<strong>Grade 8</strong>&lt;br&gt;RL.8.4&lt;br&gt;SL.8.1&lt;br&gt;L.8.1,3,4</td>
<td>Grade 6&lt;br&gt;6.NS.B.3&lt;br&gt;6.NS.C.5</td>
<td>Standards for History and Social Science Practice, Pre-K-12* &lt;br&gt;1&lt;br&gt;3</td>
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<td><strong>Session Five: Keeping Score</strong>&lt;br&gt;Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will:&lt;br&gt;• Describe the favorable or unfavorable consequences of a high or low personal credit score&lt;br&gt;• Explain actions that cause a credit score to go up or down</td>
<td>Grade 6&lt;br&gt;RL.6.4,7&lt;br&gt;SL.6.1&lt;br&gt;L.6.1,3,4&lt;br&gt;<strong>Grade 7</strong>&lt;br&gt;RL.7.4&lt;br&gt;SL.7.1&lt;br&gt;L.7.1,3,4&lt;br&gt;<strong>Grade 8</strong>&lt;br&gt;RL.8.4&lt;br&gt;SL.8.1&lt;br&gt;L.8.1,3,4</td>
<td>Grade 6&lt;br&gt;6.NS.B.3&lt;br&gt;6.NS.C.5</td>
<td>Standards for History and Social Science Practice, Pre-K-12* &lt;br&gt;3</td>
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<td><strong>Session Six: What’s the Risk?</strong>&lt;br&gt;Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will:&lt;br&gt;• Explore the cost and consequence of risk&lt;br&gt;• Explain how insurance provides a method to minimize financial risk&lt;br&gt;• Identify the opportunity cost of having insurance&lt;br&gt;• Assess how personal responsibility plays a part in minimizing risk</td>
<td>Grade 6&lt;br&gt;SL.6.1&lt;br&gt;L.6.1,3,4&lt;br&gt;<strong>Grade 7</strong>&lt;br&gt;SL.7.1&lt;br&gt;L.7.1,3,4&lt;br&gt;<strong>Grade 8</strong>&lt;br&gt;SL.8.1&lt;br&gt;L.8.1,3,4</td>
<td>NA</td>
<td>Standards for History and Social Science Practice, Pre-K-12* &lt;br&gt;1&lt;br&gt;3</td>
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## Session Details

### Session One: Business and Customer

Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services. Students connect well-known products and businesses to their country of origin as they explore the global marketplace.

**Objectives:**

- Identify what a business gains from an exchange with a customer
- Identify what a customer gains from an exchange with a business
- Define ethics and ethical dilemma (Deeper Look)
- Identify the stakeholders of a business. Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look)

**Grade 7 Concepts and Skills Economics**

8. Define and apply economic concepts learned in prekindergarten through grade 6: producers, consumers, goods, services, buyers, sellers, natural resources, taxes, specialization, savings, entrepreneur, prices, markets, scarcity, trade, barter, money, medium of exchange, supply, and demand.

**Grade 8-12 Concepts and Skills**

3. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another.

**Massachusetts Vocational Technical Education Framework Strand Five:**

5.A Starting a Business

5.A.01 Demonstrate an understanding of the practices required to start a business.

### Session Two: Business and Culture

Students learn that businesses must understand cultural differences in order to meet customers’ needs and make a profit in different countries. By examining the different habits of international customers, students learn about international etiquette.

**Objectives:**

- Identify business-related, cultural differences throughout the world
- Explain the need for international businesses to take into account their customers’ cultural differences in order to provide for the customer and make a profit
- Identify cultural differences throughout the world that affect social interaction and communication

**Grade 6 Concepts and Skills Economics**

8. Define what a nation is and give examples of the different ways nations are formed.

**Grade 8-12 Concepts and Skills Economics**

9. Distinguish intended from unintended consequences.

**Massachusetts Vocational Technical Education Framework Strand Five:**

5. B Performance Examples: Working as a team, role-play situations that an entrepreneur might face in dealing with customers or employees.

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<td>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</td>
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<td><strong>Session Three: Global Trade</strong></td>
<td><strong>Grade 6 Concepts and Skills Geography</strong>&lt;br&gt;1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps.&lt;br&gt;<strong>Grade 8-12 Concepts and Skills Economics</strong>&lt;br&gt;4. Interpret and construct charts and graphs that show quantitative information.&lt;br&gt;18. Explain how competition among sellers lowers costs and prices, and encourages producers to produce more.</td>
<td><strong>Grade 6</strong>&lt;br&gt; SL.6.4&lt;br&gt; SL.4&lt;br&gt; L.6.1-6</td>
<td><strong>Mathematical Practices</strong>&lt;br&gt;2-3&lt;br&gt; 6-7</td>
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<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;▪ Identify reasons why countries trade&lt;br&gt;▪ Demonstrate that countries benefit more from trade than from trying to meet all their own needs&lt;br&gt;▪ Apply key terms related to trade.&lt;br&gt;▪ Describe how improvements in technology can influence international trade</td>
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<td><strong>Massachusetts Vocational Technical Education Framework Strand Five:</strong>&lt;br&gt;5.A.01.04 Demonstrate an understanding of the principles and concepts of a business’s supply chain</td>
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<td></td>
<td><strong>Session Four: Why Countries Specialize</strong>&lt;br&gt;Students learn that modern countries cannot provide all the products and services that their people want and need. Therefore, businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product. Students look at examples of specialized global manufacturing, discuss how it affects trade, and consider the trade-offs of interdependence.&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;▪ Define specialization&lt;br&gt;▪ Analyze examples of international trade to explain why modern countries cannot provide for all of their wants and needs&lt;br&gt;▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country</td>
<td><strong>Grade 6 Concepts and Skills Geography</strong>&lt;br&gt;1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps.&lt;br&gt;<strong>Grade 8-12 Concepts and Skills Economics</strong>&lt;br&gt;4. Interpret and construct charts and graphs that show quantitative information.&lt;br&gt;18. Explain how competition among sellers lowers costs and prices, and encourages producers to produce more.</td>
<td><strong>Grade 6</strong>&lt;br&gt; SL.6.4&lt;br&gt; SL.6.7&lt;br&gt; L.6.1&lt;br&gt; L.6.1-2&lt;br&gt; L.6.3-4&lt;br&gt; L.6.6&lt;br&gt; <strong>Grade 7</strong>&lt;br&gt; SL.7.1-2&lt;br&gt; SL.7.4&lt;br&gt; L.7.1-6&lt;br&gt; <strong>Grade 8</strong>&lt;br&gt; SL.8.1-2&lt;br&gt; SL.8.4&lt;br&gt; L.8.1-4&lt;br&gt; L.8.6</td>
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## Session Five: Trade Barriers

Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.

### Objectives:
- The students will be able to:
  - Identify examples of trade barriers
  - Analyze the consequences of trade barriers on businesses, employees, and customers
  - Explain why balance of trade matters to businesses, customers, and employees

### Grade 6 Concepts and Skills
11. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products.

### Grade 8-12 Concepts and Skills
27. Identify and describe laws and regulations adopted in the United States to promote economic competition.

## Session Six: Currency

Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.

### Objectives:
- The students will be able to:
  - Define currency and exchange rate
  - Recognize that different countries have different forms of currency
  - Recognize that each currency has a different value, which is determined through a variable exchange rate

### Grade 6 Concepts and Skills
10. Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations.

### Massachusetts Vocational Technical Education Framework Strand Five:
5.D.01 Demonstrate an understanding of financial concepts and applications.

## Session Seven: Global Workforce

Students take on the role of international business owners reviewing the skills and experience of potential employees.

### Objectives:
- The students will be able to:
  - Describe how businesses are able to use modern technology and communication tools to locate highly qualified employees at the most advantageous wages
  - Express specific steps that would need to be taken to obtain work in another country
  - Recognize the value of a second language for future job opportunities

### Massachusetts Vocational Technical Education Framework Strand Five:
5.B.01.02 Demonstrate effective verbal, written and visual communication skills.
### JA It’s My Business! Blended Model

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Massachusetts Vocational Technical Education Framework Strand Five: Management and Entrepreneurship</th>
<th>Common Core ELA</th>
</tr>
</thead>
</table>
| **Session One: Entrepreneurs** | 5.A.01.01 Define entrepreneurship and be able to recognize and describe the characteristics of an entrepreneur.  
5.C.01.01 Explain the role of business in the economy.  
5.C.01.02 Describe the relationship between business and community. | Grade 6  
RI.6.4  
RI.6.7  
SL.6.1-2  
L.6.1-6 |
|                          |                                                    | Grade 7  
RI.7.4  
RI.7.7  
SL.7.1-2  
L.7.1-6 |
|                          |                                                    | Grade 8  
RI.8.4  
SL.8.1-2  
L.8.1-5 |
| **Session One: Entrepreneurs** | 5.B.01.01 Formulate short- and long-term business goals. | Grade 6  
RI.6.1  
RI.6.4  
RI.6.7  
SL.6.1-2  
SL.6.4  
L.6.1-6 |
|                          |                                                    | Grade 7  
RI.7.1  
RI.7.4  
RI.7.7  
SL.7.1-2  
SL.7.4  
L.7.1-6 |
|                          |                                                    | Grade 8  
RI.8.1  
RI.8.4  
SL.8.1-2  
SL.8.4  
L.8.1-5 |
| **Session Three: Innovative Ideas** | 5.C.01.06 Describe the impact of supply and demand on a product or business.  
5.C.01.07 Identify direct and indirect competition on a business. | Grade 6  
RI.6.1-7  
SL.6.1-2  
SL.4-5  
L.6.1-6 |
|                          |                                                    | Grade 7  
RI.7.1-7  
SL.7.1-2  
SL.7.4-5  
L.7.1-6 |
|                          |                                                    | Grade 8  
RI.8.1  
RI.8.4  
SL.8.1-2  
SL.8.4-5  
L.8.1-5 |

**Session One: Entrepreneurs**

Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.

**Objectives:**

- Define entrepreneurship and social entrepreneurship
- Describe the relationship between a business and its products and service
- Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves

**Session Two: Market and Need**

Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.

**Objectives:**

- Define market and need
- Explain the importance of identifying market and need when developing new product or service ideas

**Session Three: Innovative Ideas**

Students learn about innovative idea generation, and examine cutting-edge products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.

**Objectives:**

- Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business
- Participate in creative idea generation, from brainstorming to defending and selecting an idea
# JA It’s My Business! Blended Model

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<tr>
<td><strong>Session Four: Design and Prototype</strong>&lt;br&gt;Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</td>
<td>5.B.01.02 Demonstrate effective verbal, written and visual communication skills.</td>
<td>Grade 6&lt;br&gt;RI.6.1.4.7&lt;br&gt;W.6.4&lt;br&gt;SL.6.1-2&lt;br&gt;L.6.1-6&lt;br&gt;Grade 7&lt;br&gt;RI.7.1&lt;br&gt;RI.7.4&lt;br&gt;RI.77&lt;br&gt;W.7.4&lt;br&gt;SL.7.1-2&lt;br&gt;L.7.1-6&lt;br&gt;Grade 8&lt;br&gt;RI.8.4&lt;br&gt;W.8.4&lt;br&gt;SL.8.1-2&lt;br&gt;L.8.1-5</td>
</tr>
<tr>
<td><strong>Session Five: Testing the Market</strong>&lt;br&gt;Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</td>
<td>5.B.01.02 Demonstrate effective verbal, written and visual communication skills.&lt;br&gt;5.B.01.01 Formulate short- and long-term business goals.&lt;br&gt;5.C.01.03 Describe methods of market research and identifying target markets.</td>
<td>Grade 6&lt;br&gt;RI.6.4.7&lt;br&gt;W.6.4&lt;br&gt;SL.6.1-2&lt;br&gt;SL.6.4-5&lt;br&gt;L.6.1-6&lt;br&gt;Grade 7&lt;br&gt;RI.7.4,7&lt;br&gt;W.7.4&lt;br&gt;SL.7.1-2&lt;br&gt;SL.7.4-5&lt;br&gt;L.7.1-6&lt;br&gt;Grade 8&lt;br&gt;RI.8.4&lt;br&gt;W.8.4&lt;br&gt;SL.8.1-2&lt;br&gt;SL.8.4-5&lt;br&gt;L. 8.1-5</td>
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<tr>
<td><strong>Session Six: Seek Funding</strong>&lt;br&gt;Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</td>
<td>5.B.01.02 Demonstrate effective verbal, written and visual communication skills&lt;br&gt;5.D.01.06 Identify the options for funding a business.</td>
<td>Grade 6&lt;br&gt;RI.6.4.7&lt;br&gt;W.6.4&lt;br&gt;SL.6.1-2&lt;br&gt;SL.6.4-5&lt;br&gt;L.6.1-4&lt;br&gt;Grade 7&lt;br&gt;RI.7.4,7&lt;br&gt;W.7.4&lt;br&gt;SL.7.1-2&lt;br&gt;SL.7.4-5&lt;br&gt;L.7.1-4&lt;br&gt;Grade 8&lt;br&gt;RI.8.4&lt;br&gt;W.8.4&lt;br&gt;SL.8.1-2&lt;br&gt;SL.8.4-5&lt;br&gt;L.8.1-5</td>
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<td><strong>Session One: My Brand</strong></td>
<td>4.A.01.02 Assess personal strengths and interest areas to determine potential careers, career pathways and career ladders. 4.B.01.01 Communicate effectively using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers.</td>
<td><strong>Grade 6</strong> RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6 <strong>Grade 7</strong> RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6 <strong>Grade 8</strong> RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</td>
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<td>Students learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They examine well-known logos to learn how individuals and companies create their brands and build their reputations. They assess their personal characteristics to define their own brands and then develop logos to represent themselves.</td>
<td><strong>Objectives:</strong> The students will be able to:  - Describe the elements of a brand  - Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career  - Design a logo that expresses their personal brand</td>
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<tr>
<td><strong>Session Two: Career Paths and Clusters</strong></td>
<td>4.A.01.03 Examine potential career field(s)/discipline(s) and identify criteria to select, secure and keep employment in chosen field(s).</td>
<td><strong>Grade 6</strong> RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6 <strong>Grade 7</strong> RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6 <strong>Grade 8</strong> RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6</td>
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<tr>
<td>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.</td>
<td><strong>Objectives:</strong> The students will be able to:  - Define careers cluster.  - Identify jobs in specific career clusters to explore further  - Recognize the interconnectivity and value of all types of jobs</td>
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<tr>
<td><strong>Session Three: High-Growth Careers</strong></td>
<td>4.A.01.04 Research and evaluate a variety of careers utilizing multiple sources of information and resources to determine potential career(s) and alternatives. 4.A.01.05 Identify training and education requirements that lead to employment in chosen field(s) and demonstrate skills related to evaluating employment opportunities. 4.C.06.01 Work productively with individuals and in teams.</td>
<td><strong>Grade 6</strong> RI.6.1,4,7 SL.6.1-2 L.6.1-6 <strong>Grade 7</strong> RI.7.1 RI.7.4 SL.7.1-2 L.7.1-6 <strong>Grade 8</strong> RI.8.1 RI.8.4 SL.8.1-2 L.8.1-3,4</td>
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<td><strong>Session Four: Career Mapping</strong></td>
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<td>Students see how early experiences can build transferable skills that contribute to future job success. They look at the lives of celebrities, focusing on the life experiences that led to their success. They learn about career maps by examining a sample and then create their own.</td>
<td>4.A.01.02 Assess personal strengths and interest areas to determine potential careers, career pathways and career ladders.</td>
<td>Grade 6 RI.6.4,7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Identify jobs in specific career clusters that they would like to explore further</td>
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<td>• Plan significant milestones they need to reach to earn a particular job</td>
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<td><strong>Session Five: On the Hunt</strong></td>
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<td>Students are introduced to the basics of looking, applying, and interviewing for a job. They learn the fundamentals of creating a resume and engage in a simulation in which they identify appropriate skills for various jobs and decide on where to highlight those skills on a resume.</td>
<td>4.A.02.01 Conduct a job search and complete written and electronic job applications, resumes, cover letters and related correspondence for a chosen career path. 4.A.03.03 Practice effective interviewing skills: appearance, inquiry and dialogue with interviewer, positive attitude and evidence of work ethic and skills.</td>
<td>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.4 L.6.1-6</td>
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<td><strong>Objectives:</strong></td>
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<td>The students will be able to:</td>
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<td>• Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references</td>
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<td>• Recognize the importance of personal presentation and making a good impression, on paper and in person.</td>
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<td>• Recognize the basic construction of a resume and skills that should be highlighted on a resume.</td>
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<td><strong>Session Six: Soft Skills</strong></td>
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<td>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</td>
<td>4.C.03.01 Demonstrate ability (both verbally and non-verbally) to accept direction and constructive criticism and to implement solutions to change behaviors. 4.B.01.08 Identify and demonstrate professional non-verbal communication.</td>
<td>Grade 6 RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</td>
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<td><strong>Objectives:</strong></td>
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<td>The students will be able to:</td>
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<td>• Define and differentiate between technical skills and soft skills</td>
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<td>• Identify specific soft skills they already possess and those they need to improve</td>
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